

Instructor: Kelli Wood

Talk/Text: [505-437-1948](tel:505-437-1948)

Office/Contact Hours: See <https://chatwith.kelli.ninja>

For quick questions, just call or text during reasonable hours

In-Office hours: MWF 11-12, Transmountain Campus, Room 1101

Online Conferences: M/W 2-5, T/Th 2-5, Sat 10-2. [Schedule a conference now.](#)

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"You don't have to be great to get started, but you do have to get started to be great." –Les Brown

Schedule

- Start your work on the course each time by opening up this schedule. It is your guide through the course.
- This schedule links to the readings and lessons and has the due dates for work.
- If there is a difference between due dates on Blackboard and this document, go by the dates on this document.

Make sure to **refresh your copy of the schedule periodically** just in case any links go dead and I have to replace some. I will announce it, but if you make it a habit of it at the first of the week that will help too.

- ✓ You will be most successful if you take time plan your study time for each class.

Take time to **look at your schedule now and plan** 4-5 hours throughout the week to set aside to do work for this class, then as you work on things earlier in the week, you can make decisions about how much time the rest of the week's work will take. As with most things in life, some weeks will take more time, others less.

I set up the schedule as follows:

- **Date** gives the class date. Remember you need to attend in-person on your assigned day **AND** online during the other days.
- **What's due/Homework:** This lists lessons you need to read/watch and the homework that is due. Homework is due 10 minutes before class begins.
- **What we'll do in class:** This lists what we'll do in class. If there is an online version of a slideshow or something like that, I've linked it so if you are at home or need to review later, it might be easier to read in the original.

DATE	What's due/Homework	What we'll do in class
	<p>This column is your homework. Make sure you have read/watched the things listed here and that you've done the homework before you come to class on the date.</p>	<p>This column is what we'll be doing in class.</p>
<p>1/19 W</p> <p>and</p> <p>1/21 F</p> <hr/>	<p>READ WATCH</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch the "Getting Started" video and look around our INRW Blackboard classroom. (This is different from the 1301 video.) <input type="checkbox"/> Read the Syllabus <input type="checkbox"/> INRW Assignments (You' just reading them. We'll talk about them as we come to them, but you need to read the overall for right now.) 	<ul style="list-style-type: none"> <input type="checkbox"/> You don't have to attend class this week. <input type="checkbox"/> I will be in the classroom during class time and will be in the Blackboard Collaborate room for our course for the day. You're welcome to come by to say hello and ask questions. We can't exceed the maximum capacity in the classroom, but we'll figure it out.
<p>1/24 M</p>	<p>READ WATCH</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing down the Basics, pp. 78-86 <input type="checkbox"/> MLA Citation Basics (Video) <input type="checkbox"/> How to Write a Summary <p>DUE</p> <ul style="list-style-type: none"> <input type="checkbox"/> After reading The Myth of the Good Writer for 1301, write down what you think her main point is. There's no perfectly right answer as it really depends on what stands out for you, but if you had to put it in one sentence, what would that sentence be? Write that out. OR, is there a sentence or two that she wrote that you think expresses her overall main point? Write that one out. Bring these notes to class. 	<ul style="list-style-type: none"> <input type="checkbox"/> How to Write Your Summary/Response <input type="checkbox"/> Reviewing format questions and assignment questions <input type="checkbox"/> MLA documentation basics <input type="checkbox"/> Videos for later review: <ul style="list-style-type: none"> o Writing a Summary Response, Part I: Format and Citation o Writing a Summary Response, Part II: The Writing
<p>1/26 W</p>	<p>READ WATCH</p> <ul style="list-style-type: none"> <input type="checkbox"/> "They Say": Starting with What Others Are Saying, pp. 32-41 pdf pages <p>(When you read the things we'll be writing the Summary/Response about for the week, I suggest you make notes and bring those in.)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Discussion

DATE	What's due/Homework	What we'll do in class
1/28 F	DUE <input type="checkbox"/> Summary/Response for "They Say": Starting with What Others Are Saying , pp. 32-41 pdf pages	<input type="checkbox"/> Grammarly <input type="checkbox"/> Commas
1/31 M	<p align="center">-----Online Lessons Only: No class attendance this week!-----</p> <p>I will let you know when I'll either be on campus or in a Blackboard Collaborate Room to answer questions and help you out. Please email, call, and text with questions.</p>	
2/2 W	READ WATCH: <input type="checkbox"/> Check out the "What's Going On?" video I will post on our YouTube Playlist Monday morning (Video) <input type="checkbox"/> Reading Critically and Actively , pp 1-16 <input type="checkbox"/> "Her point is" The Art of Summarizing , pp. 43-54 <input type="checkbox"/> Setting up Your Portfolio Journal (Video)	
2/4 F	DUE by Friday, Feb. 4th at 8:50 am. <input type="checkbox"/> Summary/Response for "Her point is" The Art of Summarizing , pp. 43-54	
2/7 M		<input type="checkbox"/> Discussion & Review
2/9 W	READ <input type="checkbox"/> "As He Himself Puts It": The Art of Quoting , pp. 56-65	<input type="checkbox"/> Essay Cover Letter Assignment
2/11 F	DUE <input type="checkbox"/> Summary/Response for "As He Himself Puts It": The Art of Quoting , pp. 56-65	<input type="checkbox"/> Quotation Marks <input type="checkbox"/> Misc. Punctuation: Hyphen, dash, ellipses, parentheses, brackets <input type="checkbox"/> Workshop preview
2/14 M	DUE Workshop in class or online <input type="checkbox"/> Cover Letter and Essay Draft <ul style="list-style-type: none"> ○ You need to bring print copies of your Essay and Cover Letter to class on your attendance day. We will share drafts and give feedback. This is a grade. 	
2/16 W	<p>Remember, you can print out in the computer lab, but don't leave it until right before class—something inevitably goes wrong.</p> <p align="center">Remember, email me at kwood@epcc.edu I don't check Blackboard messages!</p>	

DATE	What's due/Homework	What we'll do in class
2/18 F	<i>No class online or in person.</i> Make sure you've done workshop for the Engl 1301 whether we were able to do it in person or you've done it online. (See the 1301 schedule and Blackboard page for that information.)	
2/21 M	<i>No class in person or online.</i> I'll be doing responses to your work. Make sure you turn in your drafts in 1301.	
2/23 W		
2/25 F	DUE <input type="checkbox"/> Summary/Response for "Yes / No / Okay, but": Three Ways to Respond , pp. 66-79	<i>No class in person or online.</i>
2/28 M		<input type="checkbox"/> General Q&A <input type="checkbox"/> Word Choice <input type="checkbox"/> Trixie Pronouns
3/2 W	READ WATCH <input type="checkbox"/> APA Citation Basics 7th ed. (Video) <input type="checkbox"/> Writing down the Basics , APA Authors and Titles – TED Talks, pp. 96-110 (Yes, these are the readings for Friday's 1301 class, so we're getting a bit ahead here.)	<input type="checkbox"/> APA Basics
3/4 F	DUE <input type="checkbox"/> Decide which article you are writing about for the APA Format Assignment and make notes for your APA Format Assignment. Bring your notes to class.	<input type="checkbox"/> Advanced Citation 101: <ul style="list-style-type: none"> ○ Multiple authors ○ Organizational authors ○ Cited in ○ No page numbers
3/7 M	READ DRAFT <input type="checkbox"/> READ: <ul style="list-style-type: none"> ○ What Does the Professor Want? ○ Understanding the Assignment 	<input type="checkbox"/> Discussion
3/9 W	DUE <input type="checkbox"/> Bring in a draft of your APA Format Assignment	<input type="checkbox"/> Discussion
3/11 F		<input type="checkbox"/> Discussion

DATE	What's due/Homework	What we'll do in class
SPRING BREAK March 13-19		
WATCH		
<input type="checkbox"/> A video to consider: This is how some conversations go at the end of the semester —really. I didn't make this, but I've had conversations like this too many times. <ul style="list-style-type: none"> • I hope you laugh at this because it's not you. • If you're thinking it might be you, please review all the ways you can contact and get help from me at chatwith.kelli.ninja and know that you do have the opportunity to revise and get help with much of your work and that extra credit has been available on all of your writings which constitute 75% of your overall grade in the course, so it's extra credit that can make a difference in your grade. Also know that you can't do all of that during the last week. Review my policy on late work during finals week in the syllabus. 		
DUE		
<input type="checkbox"/> Take a break—if you can't take a few days, try to take at least an hour or two away from your weekly schedule. I suggest a walk or coffee/tea with a friend you haven't seen in a long time, even if you have to do it over the phone. Or just sleep! 😊 (I made this an assignment so you can tell anyone you need to that it's part of your college education.)		
3/21 M	READ <input type="checkbox"/> Back to Basics: The Perfect Paragraph	<input type="checkbox"/> Discussion & Review
3/23 W	READ <input type="checkbox"/> "And yet" Distinguishing What You Say from What They Say , pp. 80-89	<input type="checkbox"/> Discussion & Review <input type="checkbox"/> * Media Literacy Concepts * <input type="checkbox"/> * Language of Persuasion *
3/25 F	DUE <input type="checkbox"/> Summary/Response for "And yet" Distinguishing What You Say from What They Say , pp. 80-89	<input type="checkbox"/> Discussion & Review
3/28 M		<input type="checkbox"/> Discussion & Review
3/30 W	READ <input type="checkbox"/> "Skeptics May Object" Planting a Naysayer in Your Text , pp 90-103	<input type="checkbox"/> Discussion & Review
4/1 F	DUE <input type="checkbox"/> Summary/Response for "Skeptics May Object" Planting a Naysayer in Your Text , pp 90-103	<input type="checkbox"/> Discussion & Review
4/4 M		<input type="checkbox"/> Discussion & Review
4/6 W	READ <input type="checkbox"/> "So what? Who cares?" Saying Why It Matters , pp. 104-114	<input type="checkbox"/> Discussion & Review

DATE	What's due/Homework	What we'll do in class
4/8 F	DUE <input type="checkbox"/> Summary/Response for "So what? Who cares?" Saying Why It Matters , pp. 104-114	<input type="checkbox"/> Discussion & Review
4/11 M	READ <input type="checkbox"/> "You mean I can just say it that way?" Academic Writing Doesn't Mean Setting Aside Your Own Voice , pp. 130-143	<input type="checkbox"/> Discussion & Review
4/13 W	DUE <input type="checkbox"/> Summary/Response for "You mean I can just say it that way?" Academic Writing Doesn't Mean Setting Aside Your Own Voice , pp. 130-143	<input type="checkbox"/> Media Analysis, Citation, and Format Q&A <input type="checkbox"/> Workshop Preview
Thursday: 4/14 • Last day to drop classes		
Friday: 4/15 • Institutional Holiday		
4/18 M	DUE in class on your attendance day: <input type="checkbox"/> Bring 2 print copies of your Essay and Cover Letter drafts to class on your attendance day. We will share drafts and give feedback. This is a grade. (Remember, you can print out in the computer lab, but don't leave it until right before class—something inevitably goes wrong.)	<input type="checkbox"/> No online class <input type="checkbox"/> Workshop <input type="checkbox"/> We'll be doing the same thing in class each day, so you only need to attend once. If for some legitimate reason you can't attend in person on your attendance day, email me ASAP and I'll work to partner you with someone you can work with online for this activity. No guarantees, but I will try.
4/20 W		
4/22 F		
4/25 M	<input type="checkbox"/> Make sure you've organized your final portfolio journal.	<input type="checkbox"/> Discussion, conference, advice
4/27 W		
4/29 F		

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5/2 M	<input type="checkbox"/> Work on your 1301 Papers and your Final Portfolio and Reflection for INRW. Go to the Writing Center and ask me questions. <input type="checkbox"/> Bring in anything you want me and classmates to help with	<input type="checkbox"/> Discussion, conference, advice
5/4 W		
5/6 F		
5/8-14 FINALS WEEK	<p style="text-align: center;">FINALS WEEK: NOTE THE DUE DATE!</p> <p>Due on Blackboard by THURSDAY May 12th, 11:59 p.m.</p> <input type="checkbox"/> Final Portfolio	<input type="checkbox"/> No class—turn in your work online.